



**Arizona
Department of
Education**

Language Arts Standards Chart for AIMS

Standards 1 - 4

Proficiency Level (High School)

LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 1: READING

STANDARD 1: READING	
<p>Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</p> <p><i>Students know and are able to do all the Readiness, Foundations, and Essentials (Grades 5 and 8) PO's, and the following</i></p>	
CONCEPT/Performance Objective	Points*
R-P1. Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents	14 - 19
PO 1. Extract critical details or elements of literature	
PO 2. Summarize the main points	
PO 3. Make predictions based on evidence presented	
PO 4. Extend ideas presented in the text	
PO 5. Connect prior knowledge to information available.	
R-P2. Recognize, analyze and evaluate an author's use of literary elements such as mood, tone, theme, point of view, diction, dialog and figurative language (e.g., metaphors, allusions, symbolism, similes) in selections of challenging fiction, nonfiction and poetry	7 - 10
PO 1 Identify the author's use of literary elements (e.g., theme, point of view, diction, dialog, character, setting, plot and figurative language)	
PO 2. Analyze the author's use of literary elements and figurative language	
PO 3. Support a judgment of the effectiveness of the author's use of literary elements and figurative language.	
R-P3. Evaluate the author's persuasive techniques in written selections such as editorials, essays, reviews and critiques	6 - 9
PO 1 Distinguish use of fact and opinion	
PO 2. Identify purpose (thesis, point of view, stand) of a selection and the response desired from the reader.	
PO 3. Evaluate the author's bias and use of persuasive strategies to accomplish a purpose for: faulty logic; word choice; sentence structure; propaganda techniques; organizational pattern	

NOTE: Language Arts assesses points by concept, not by performance objective.

*All concepts will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 1, continued	
CONCEPT/Performance Objective	Points*
R-P4. Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information	4 - 9
PO 1 Critique consistency and clarity of purpose	
PO 2. Critique effectiveness of organizational pattern (e.g., logic, focus, consistency, and visual appeal.	
PO 3. Evaluate information for: relevance; clarity; understandability; logic; reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)	
R-P5. Analyze classic and contemporary literature selections, drawn from American and world literature, for the universality of themes such as the individual's role in society, interdependence, and the interaction between man and nature.	4 - 7
PO 1 Draw a logical inference about the theme and support the inference with evidence from the selection (e.g., symbolism, setting, characterization, irony, conflict)	
PO 2. Compare and/or contrast universality of themes with real-life experiences and/or other works of literature	

TOTAL NUMBER OF AIMS PROFICIENCY LEVEL (HIGH SCHOOL) READING POINTS	43 - 47
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LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 2: WRITING

STANDARD 2: WRITING	
Students effectively use written language for a variety of purposes and with a variety of audiences. <i>Students know and are able to do all the Readiness, Foundations and Essentials (Grades 5 and 8) PO's, and the following</i>	
CONCEPT/Performance Objective	Points*
W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings	5 - 8
PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate	
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	
PO 4. Use parallel structure appropriately	
PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of: capitalization; standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense); spelling, with the use of a dictionary/thesaurus (as needed); punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)	
W-P2. Write a persuasive essay (e.g., editorials, reviews, essays, critiques) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions	15 - 19
PO 1. Write a thesis statement to convey a point of view about a subject	
PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose	
PO 3. Create an organizational structure that includes an effective beginning, middle and ending	
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	
W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view	5 - 10
PO 1. Develop a thesis that states a position about the author's use of literary elements	
PO 2. Support the thesis with relevant examples from the selection	
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	
PO 4. Organize the analysis with a clear beginning, middle and ending	

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 2, continued	
CONCEPT/Performance Objective	Points*
W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual	8 - 12
PO 1. State a point of view, position or argument about the subject	
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an ending	
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	
PO 4. Follow the guidelines of a selected style manual consistently	
W-P5. Write formal communications, such as a resume, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose	6 - 10
PO 1. Establish a clear purpose for a specific audience	
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	
PO 3. Include only relevant information	
PO 4. Use language with an appropriate degree of formality	
W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line	6 - 10
PO 1. Write a first- or third-person narrative or story: develop a point of view; present events in a logical order; develop events that convey a unifying theme or tone; include sensory details, concrete language and/or dialog; use literary elements (e.g., plot, setting, character, theme)	
TOTAL NUMBER OF AIMS PROFICIENCY LEVEL (HIGH SCHOOL) WRITING POINTS	55 - 61

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 3: LISTENING AND SPEAKING†

STANDARD 3: LISTENING AND SPEAKING Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences. <i>Students know and are able to do all the Readiness, Foundations and Essentials (Grades 5 and 8) PO's, and the following</i>	
• Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	NOT TESTED
• Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	NOT TESTED
• Deliver oral interpretations of literary or original works	NOT TESTED
• Conduct an interview, taking appropriate notes and summarizing the information learned	NOT TESTED
• Evaluate the effectiveness of informal and formal presentations which use illustrations, statistics, comparisons and analogies	NOT TESTED

STANDARD 4: VIEWING AND PRESENTING†

STANDARD 4: Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
• Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions	NOT TESTED
• Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media	NOT TESTED
• Analyze and evaluate the impact of visual media on the intended audience	NOT TESTED

† These two standards are NOT assessed by AIMS. They are to be assessed at the district level.